



Cultivating Collaboration

Building AUS's Information Literacy Community of Practice

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What did we do?

PREP

Brainstorm and prep
4 sessions per semester /90 minute sessions
pre-session survey design

RECRUITMENT

Invitation sent to Department
of English faculty

LOGISTICS

Catering, room booking,
tech support, send survey, follow-up
communication

SESSIONS

Launch of the IL-COP
De-brief and report out



You are invited!

Join the AUS Library's
Information Literacy
Community of Practice
(IL COP)

We are pleased to announce the launch of
an Information Literacy Community of
Practice for Spring 2023.

Are you interested in learning more about
information literacy (IL) principles,
exploring the intersection between
academic writing and IL, and finding ways
to further integrate information literacy into
your teaching practice?

Share IL learning and teaching resources,
strategies and innovations, and engage in
conversation about IL and the way these
skills impact academic and lifelong
learning.

We will meet on the following Thursdays
throughout Spring 2023:

Week 2: February 2
Week 5: February 23
Week 10: April 6
Week 14: May 4

Time: 5:00 p.m.-6:30 p.m.

Location: LIB-011, CITL room



To register your interest,
please send an email to
rhastie@aus.edu
by 5pm on Thursday,
December 8, 2022.

Session 1: Information Literacy and the faculty perspective

Definition: Community of Practice

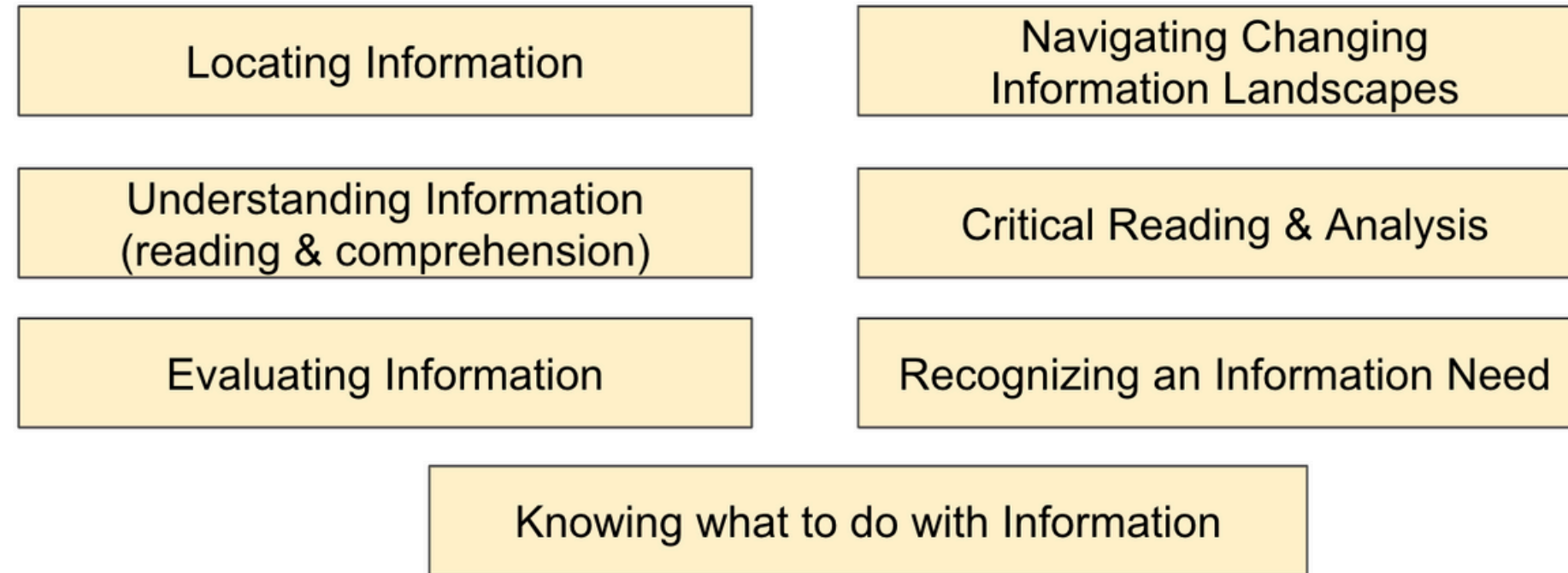
"Voluntary groups of people who, sharing a common concern or passion, come together to explore these concerns and ideas and share and grow their practice." (Mercieca, 2017, p.3)

Aims

- Encourage broader faculty knowledge of IL principles
- Engage faculty in conversations about IL and the way these skills impact academic and lifelong learning.
- Empower faculty members to prioritize and take responsibility for integration of information literacy concepts into teaching and assessment practice.
- Foster an environment of experimentation and learning as an opportunity for faculty to reflect on their teaching and assessment practice.
- Share IL learning and teaching resources, strategies and innovations.
- Mentor faculty IL ambassadors teaching Academic Writing courses.
- Encourage a continuous approach to information literacy.
- Explore ways to better contextualize and raise the profile of information literacy on campus.

Results of pre-class survey

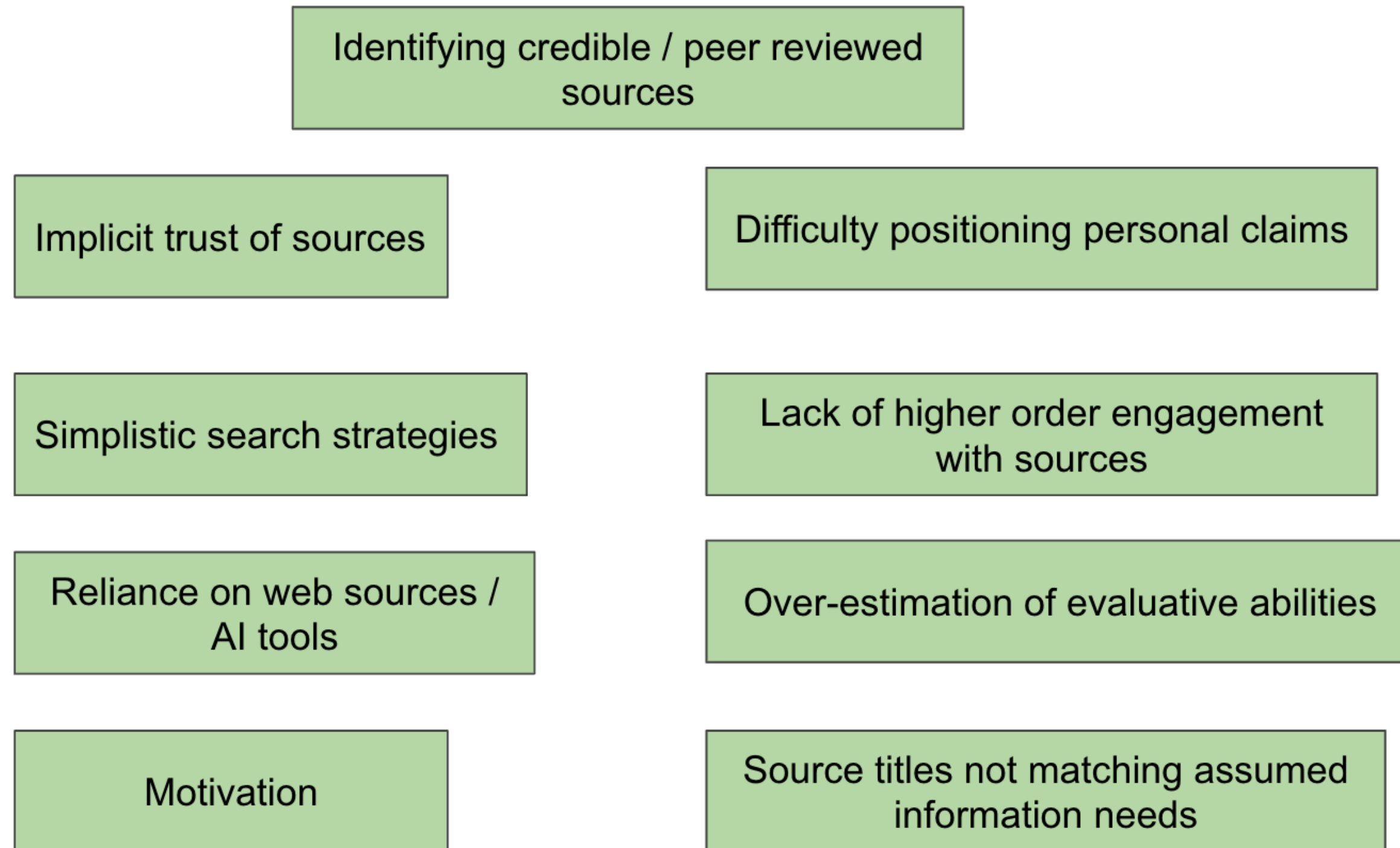
1. What does the term “information literacy” mean to you within the context of your teaching discipline?



ACRL Framework for Information Literacy for Higher Education (2015) defines IL as:

“The set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning”.

2. What are the challenges or barriers you see impacting students' information literacy success within your teaching discipline?



3. What do you believe to be your role in teaching IL within your teaching discipline?

Empowering students

Guiding and coaching students

Expert reader

Modeling behavior

Facilitator

Addressing the social and political dimensions of information

Providing an environment and structures for students to experiment

Collaborating with librarians

Teaching students to actively engage

Session 2: Talking ACRL & CWPA: Contrasting and comparing two influential frameworks

The CWPA Framework for Success in Postsecondary Writing (2011)

- Developed by the Council of Writing Program Administrators, the National Council of Teachers of English, and the National Writing Project. All are **U.S. based**.
- Focus of the Framework is '**College Readiness**' - the ability to write well is basic to student **success in college and beyond**
- Framework identifies eight '**Habits of Mind**' and then describes how instructors can foster these habits of mind through writing, reading, and critical analysis experiences
- 'Habits of Mind' refers to ways of approaching learning that are both intellectual and practical and that will support students' success in a variety of fields and disciplines.

The ACRL Framework for Information Literacy for Higher Education (2015)

- Developed by the Association of College and Research Libraries, a division of the **American Library Association**
- Focus of the Framework is empowering **learners** to become critical consumers and creators of information.
- Framework identifies six '**Frames**' each consisting of a concept central to information literacy, a set of **Knowledge Practices**, and a set of **Dispositions**.
- The Dispositions are similar to the CWPA 'Habits of Mind' as both describe how the ideal learner will think and behave.

Session 2: Talking ACRL & CWPA: Contrasting and comparing two influential frameworks

Comparing CWPA's 'Habits of Mind' to ACRL's 6 Frames

- Comparing both frameworks, participants identified the **CWPA 'Habits of Mind'** that best matched a **Frame of the ACRL Framework**.
- Participants then wrote the Habit of Mind on a Post-It note and stuck it to the adjoining Frame they thought it best aligned with

ACRL Frame

Research As Inquiry

Curiosity

Responsibility

Openness

CWPA 'Habit of Mind'

Information Has Value

Engagement

Responsibility

Creativity

Searching As Strategic Exploration

Flexibility

Persistence

Metacognition

Session 2: Talking ACRL & CWPA: Contrasting and comparing two influential frameworks

This exercise helped participants identify the many **shared goals of librarians and writing instructors**. It illustrated how IL is relevant in many aspects of writing instruction, beyond information discovery

Session 3: Faculty presentations: Approaches to IL, Teaching strategies, and mapping to the ACRL Framework

INSTRUCTIONS

Framework

<https://tinyurl.com/mrxzxrek>

Sandbox

<https://tinyurl.com/4zyztkr>

Develop an IL activity based on the ACRL Framework that could be embedded into your course.

Suggested resources:

1. [Framework](#)
2. [ACRL Framework Sandbox](#)
3. **Add your activity to the shared Google Slides**

Use the following template to add your content:

1. Describe the activity
2. Identify the frame(s)
3. List the knowledge practice(s)
4. List the disposition(s)
5. Describe the assessment for this activity

Knowledge Practices: demonstrations of ways in which learners can increase their understanding of these information literacy concepts

Dispositions: describe ways in which to address the affective, attitudinal, or valuing dimension of learning

Session 4: Using the ACRL Framework & wrap-up!

Part 1

- Work in groups according to WRI101, WRI102, ENG204, or ENG207
- Consult the course syllabus and Framework to identify IL components embedded in the current syllabus and map them to the ACRL Framework.
- Scroll down to find the slide 101, 102, 204, or 207 to add your comments

Part 2

- In your working group, develop a self-reflective student activity as a final assessment based on one of the frames selected from Part 1.
- Add your comments to your slide

Part 3

- Return to the entire group
- Discuss and reflect on how to address the challenges students face in understanding certain frames and how to improve assessment activities.
- We'll share thoughts on key takeaways

Strategies



IDENTIFY INFLUENTIAL PEOPLE

- Identify **key stakeholders** who will be able to promote the idea
- Communicate the **vision and necessity** of the initiative
- Encourage **influential stakeholders to motivate their teams** to participate

BUILD ON EXISTING RELATIONSHIPS

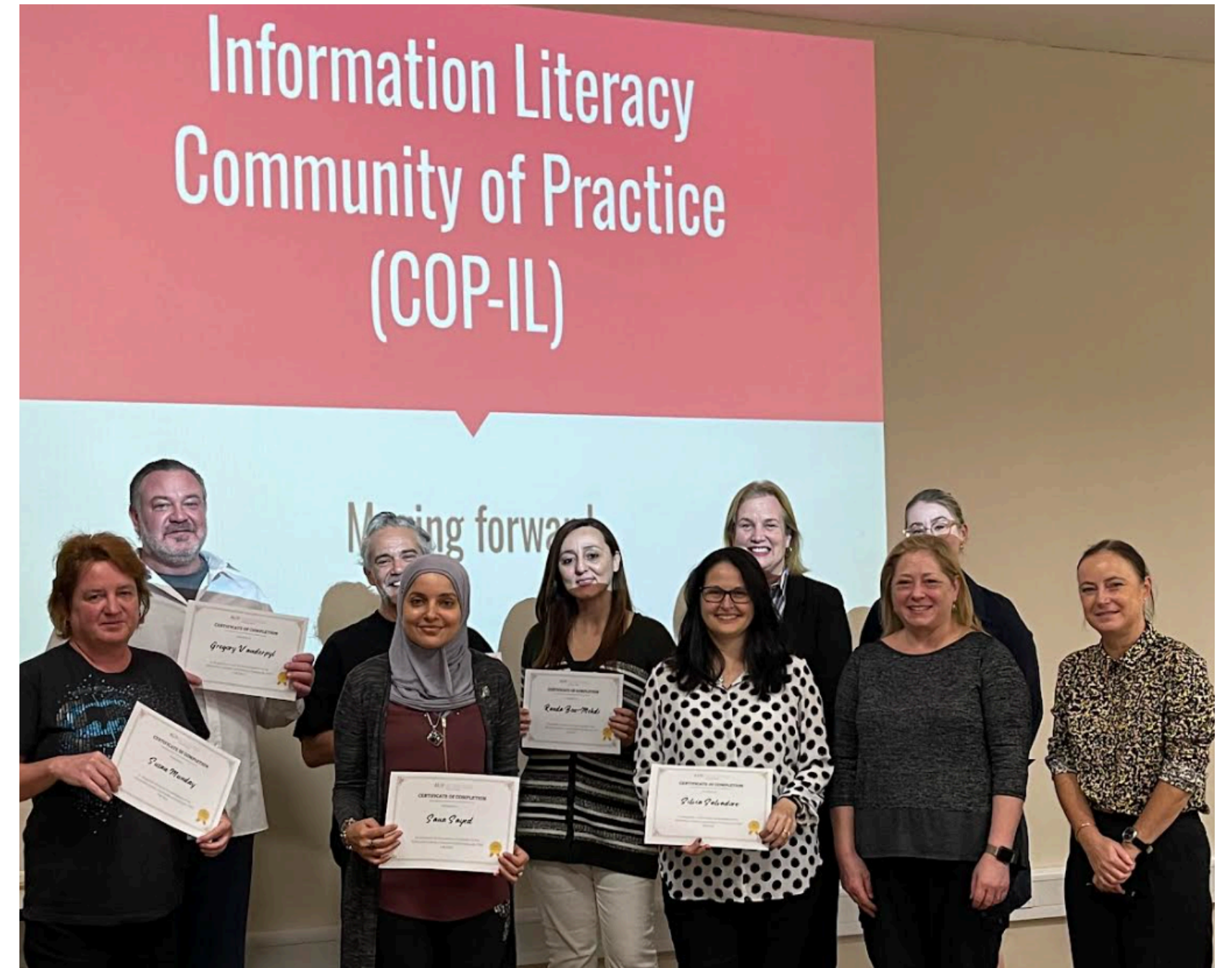
- Identify and approach existing **'library allies'**
- Send **personalized** invites to demonstrate their value
- Enable them to **spread positive change** within their departments

INCENTIVISE PARTICIPANTS

- Incorporate **participant perspectives** to ensure relevance to their work
- Demonstrate the **broader applicability** beyond specific roles
- Use comparative exercises to **highlight commonalities** and **shared goals**
- Showcase the **benefits and impact** of their involvement

WHAT'S NEXT?

- Gathering feedback from previous attendees
- Recruiting future participants can be faculty from any department, no longer limited to English department
- Refreshing content for a wider audience and with increased focus on AI literacy





Contact us

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